

First Grade Social Studies Standards and Benchmarks

Standard #1: History

Definition: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

<p><u>Benchmark #1-A:</u></p> <p>New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.</p>	<p>Performance Objective 1</p>	<p><input type="checkbox"/> Identify common attributes of people living in New Mexico today.</p>
<p><u>Benchmark #1-B:</u></p> <p>United States: Understand connections among historical events, people, and symbols significant to United States history and cultures.</p>	<p>Performance Objective 1</p>	<p><input type="checkbox"/> Identify the significance of United States historical events and symbols (e.g., Martin Luther King, Jr. Day, Memorial Day, Independence Day, Labor Day, Veterans Day, United States flag, bald eagle).</p>
	<p>Performance Objective 2</p>	<p><input type="checkbox"/> Identify and recognize major political and social figures in the United States.</p>
<p><u>Benchmark #1-C:</u></p> <p>World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries.</p>	<p>Performance Objective 1</p>	<p><input type="checkbox"/> Identify and compare celebrations and events from the United States, Mexico, and Canada.</p>
<p><u>Benchmark #1-D:</u></p> <p>Skills: Understand time passage and chronology.</p>	<p>Performance Objective 1</p>	<p><input type="checkbox"/> Demonstrate the use of timelines in order to show events in relation to one another.</p>

Standard #2: Geography

Definition: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.

<u>Benchmark #2-A:</u> Understand the concept of location by using and constructing maps, globes, and other geographic tools to identify and derive information about people, places, and environments.	Performance Objective 1	<input type="checkbox"/> Understand maps and globes as representations of places and phenomena
	Performance Objective 2	<input type="checkbox"/> Identify and use the four cardinal directions to locate place in community, state, and tribal districts.
	Performance Objective 3	<input type="checkbox"/> Create, use, and describe simple maps to identify locations within familiar places (e.g., classroom, school, community, state).
<u>Benchmark #2-B:</u> Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change.	Performance Objective 1	<input type="checkbox"/> Identify and classify characteristics of places as human or natural
	Performance Objective 2	<input type="checkbox"/> Identify how traditional tribal and local folklore attempt to explain weather, characteristics of places, and human origins and relationships.
<u>Benchmark #2-C:</u> Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present.	Performance Objective 1	<input type="checkbox"/> Identify examples of and uses for natural resources in the community, state, and nation. 2-A-1,2 2-J-1 5-C-1,2
	Performance Objective 2	<input type="checkbox"/> Describe the human characteristics of places such as housing types and professions.
<u>Benchmark #2-D:</u> Understand how physical processes shape the Earth's surface patterns and biosystems.	Performance Objective 1	<input type="checkbox"/> Describe the Earth-Sun relationship and how it affects living conditions on Earth.
<u>Benchmark #2-E:</u> Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.	Performance Objective 1	<input type="checkbox"/> Identify characteristics of culture (e.g., language, customs, religion, shelter).
<u>Benchmark #2-F:</u> Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.	Performance Objective 1	<input type="checkbox"/> Describe the role of resources in daily life.
	Performance Objective 2	<input type="checkbox"/> Describe ways that humans depend upon, adapt to, and affect the physical environment.

Standard #3: Civics and Government

Definition: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.

<u>Benchmark #3-A:</u> Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.	Performance Objective 1	<input type="checkbox"/> Understand the purpose of rules and identify examples of rules and the consequences of breaking them.
	Performance Objective 2	<input type="checkbox"/> Describe different groups and rules that apply to them (e.g., families, classrooms, communities).
<u>Benchmark #3-B:</u> Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time.	Performance Objective 1	<input type="checkbox"/> Identify the President of the United States and the Governor of New Mexico.
	Performance Objective 2	<input type="checkbox"/> Describe how local, state, tribal and national leaders exemplify the ideals of the communities they represent.
<u>Benchmark #3-C:</u> Become familiar with the basic purposes of government in New Mexico and the United States.	Performance Objective 1	<input type="checkbox"/> Describe the different ways to determine a decision (e.g., majority rule, consensus, authoritarian [parent, teacher, principal]).
<u>Benchmark #3-D:</u> Understand rights and responsibilities of “good citizenship” as members of a family, school and community.	Performance Objective 1	<input type="checkbox"/> Identify examples of honesty, courage, fairness, loyalty, patriotism, and other character traits seen in American history.
	Performance Objective 2	<input type="checkbox"/> Explain and apply “good citizenship” traits within the school and community using the elements of fair play, good sportsmanship, the idea of treating others the way you want to be treated, and being trustworthy.

Standard #4: Economics

Definition: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.

<u>Benchmark #4-A:</u> Understand that individuals, households, businesses, and governments, and societies make decisions that affect the distribution of resources and that these decisions are influenced by incentives (both economic and intrinsic).	Performance Objective 1	<input type="checkbox"/> Understand how resources are limited and varied in meeting human needs.
	Performance Objective 2	<input type="checkbox"/> Define and differentiate between needs and wants.
<u>Benchmark #4-B:</u> Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.	Performance Objective 1	<input type="checkbox"/> Understand the concept of goods and services.
	Performance Objective 2	<input type="checkbox"/> Understand the condition of not being able to have all of the goods and services one wants.
	Performance Objective 3	Understand the value of work.
<u>Benchmark #4-C:</u> Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.	Performance Objective 1	<input type="checkbox"/> Define the simplest form of exchange (the barter system being the direct trading of goods and service between people).